



Grade 7 Mathematics Rubric (Beginning of the Year)

Name Date

Proficient = universal supports
 Approaching proficiency = targeted supports
 Limited = individualized supports

Use the criteria below to determine whether the student's skills and understandings related to number are at a proficient, approaching proficiency, or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describes the student's current performance level.

	Proficient	Approaching proficiency	Limited
Place Value	<input type="checkbox"/> Demonstrates an understanding of place value, including numbers that are: <ul style="list-style-type: none"> • greater than one million • less than one thousandth 	<input type="checkbox"/> Demonstrates an understanding of place value: <ul style="list-style-type: none"> • up to one million • to tenths 	<input type="checkbox"/> With models and prompts, is beginning to demonstrate that 10 dimes is equivalent to one loonie and 10 loonies is equivalent to 10 dollars
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 2, Mid-chapter Review, pages 38–39.		
Whole and Decimal Numbers	<input type="checkbox"/> Solves problems involving whole numbers and decimal numbers	<input type="checkbox"/> With models, solves problems involving the operations of addition and subtraction of whole numbers or decimal numbers	<input type="checkbox"/> With models and prompts, is beginning to add and subtract whole numbers to 50 using concrete material (e.g., hundred chart)
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 2, Mid-chapter Review, pages 38–39.		
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Factors and Multiples	<input type="checkbox"/> Demonstrates an understanding of factors and multiples by: <ul style="list-style-type: none"> determining multiples and factors of numbers less than 100 identifying prime and composite numbers 	<input type="checkbox"/> With models and prompts, can identify factors and multiples With exemplars, can classify numbers as prime or composite	<input type="checkbox"/> With prompts, is beginning to explore use of basic mathematics language, such as bigger, smaller, greater and fewer
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 3, Cumulative Review, pages 72–73.		
Improper Fractions and Mixed Numbers	<input type="checkbox"/> Relates improper fractions to mixed numbers and mixed numbers to improper fractions	<input type="checkbox"/> Can use models to demonstrate concrete and pictorial understanding of changing from mixed to improper and improper to mixed	<input type="checkbox"/> With models and prompts, is beginning to explore to identify example of fractions in real-life contexts
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 7, Mid-chapter Review, pages 32–33.		
Ratio	<input type="checkbox"/> Demonstrates an understanding of ratio, concretely, pictorially and symbolically	<input type="checkbox"/> When presented with a ratio, concretely or pictorially, can write the symbolic representation (e.g., BBB GG 3:2)	<input type="checkbox"/> With models and prompts, is beginning to demonstrate an understanding of ratios from real-life context
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 6, Mid-chapter Review, pages 28–29.		
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Percentage	<input type="checkbox"/> Demonstrates an understanding of percent of whole numbers, concretely, pictorially and symbolically	<input type="checkbox"/> Demonstrates an understanding of percent when presented out of 100 (e.g., 16 squares on a hundred chart coloured in)	<input type="checkbox"/> With models and prompts, is beginning to explore concrete models of what 100 percent looks like in real-life contexts
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 6, Mid-chapter Review, pages 28–29.		
Integers	<input type="checkbox"/> Demonstrates an understanding of integers, concretely, pictorially and symbolically	<input type="checkbox"/> Can relate negative numbers to temperature and place on the correct side of the number line	<input type="checkbox"/> With models and prompts, is beginning to demonstrate an understanding of numbers from -30 to +30 on a thermometer
	Looking for strategies to assess students' understanding of this concept? See Nelson's <i>Math Focus 6</i> , Teacher Resource, Chapter 3, Chapter Review, Questions 10–12.		
Notes			